DOCUMENT RESUME

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IDENTIFIERS	Educator in Residence

ABSTRACT

An educator-in-residence directed a two-year professional development program to improve college teaching and student learning. The project was administered at Brescia College (Kentucky) and involved three other colleges of comparable size and mission: St. Mary-of-the Woods College and St. Meinrad College in Indiana and St. Catharine College in Kentucky. The program included individual classroom observations, appraisals, and videotaping by colleagues; group activities, faculty seminars, and workshops; and a full-day professional development conference designed specifically for the four participating colleges. Nine other colleges joined a professional development day during the second year of the project. Training focused on participant achievement of the program's educational outcomes, especially those relating to critical literacy and the scholarly approach to teaching. Evaluation indicated that the project helped faculty in small departments overcome a sense of isolation; helped generate discussions among faculty on the scholarship of teaching; encouraged faculty to experiment with innovative teaching techniques; and highlighted critical literacy across the curriculum. Group activities at Brescia College resulted in a revised plan for general education requirements. Appendices include a monograph describing the project and two sample inventories for observation, feedback, and peer evaluation. (SW)

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An Educator-in-Residence for the Improvement of College Teaching and Learning at Small, Liberal Arts Colleges.

COVER SHEET

Grantee Organization:

Brescia College, Inc.
717 Frederica Street
Owensboro, KY 42301

Grant Number:

P116B90474

Project Dates:

Starting Date: September 1, 1989
Ending Date: May 31, 1991
Number of Months: 21

Project Director:

JoAnn Mark, ASC, Ed.D.
Vice President of Academic Affairs
Brescia College
717 Frederica Street
Owensboro, KY 42301

FIPSE Program Officers:

David Brooks Arnole
Constance Cook
Helene Scher

Grant Award:

Year 1	$58,034
Year 2	61,688
Total	$111,722

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Summary of the Project:

An Educator-in-Residence directed a two-year professional development program for the improvement of college teaching and student learning. The project was administered at Brescia College with three other colleges of comparable size and mission participating: St. Mary-of-the-Woods and St. Meinrad in Indiana and St. Catharine in Kentucky.

The program included 1) individual classroom observations, appraisals, and videotaping by colleagues; b) group activities, faculty seminars, and workshops; c) a full-day Professional Development Conference designed specifically for the four participating colleges.

Development focused on enhancing student achievement of the colleges' educational outcomes especially those relating to critical literacy, and the scholarly approach to teaching.

The improvement of college teaching and student learning became a research project for several of the faculty who shared their findings at regional educational meetings. The project diminished the sense of isolation faculty often experience on small college campuses, encouraged teaching and testing innovations, made the scholarship of teaching more respected among the faculty and set a direction in critical literacy efforts.

JoAnn Mark, ASC, Ed.D.
(502) 685-3131
Narrative and Budget Report on Educator-in-Residence Project at Brescia College, Owensboro, KY
Monograph: Improving College Teaching and Student Learning at small, liberal arts colleges.

Executive Summary

Project Title: An Educator-in-Residence for the Improvement of College Teaching and Student Learning at Small Colleges

Grantee: Brescia College, Inc., 717 Frederica Street, Owensboro, KY 42301

Project Director: JoAnn Mark, ASC, Ed.D., (502) 685-3131, ext. 250

A. Project Overview

Brescia College, a small, liberal arts college in Owensboro, Ky., the host college, joined with three other small, private colleges with enrollments of 300-800, to cooperate in the improvement of college teaching and student learning. Forty faculty at Brescia and some eighty from the cooperating colleges participated in two years of intensive development activities, both group and individual. Activities culminated, each year, in a professional development day facilitated by Linc. Fish (1990), lecturer and educational consultant, Lexington, Ky., and Craig Nelson (1991), Professor of Biology at Indiana University, an expert on developmental approaches to critical thinking; concurrent sessions were led by faculty from every discipline at the four colleges. The cooperating colleges during the first year were St. Mary-of-the-Woods and St. Meinrad College in Indiana, and Brescia and St. Catharine in Kentucky. Nine other colleges joined the professional day activities during the second year: Alice Lloyd College, Bellarmine College, Campbellsville College, Kentucky Wesleyan, Lindsey Wilson, Midway College, Pikeville College, Spalding University, and Transylvania University.

The Fund for the Improvement of Post-Secondary Education (FIPSE) awarded a total of $111,722 to the project ($58,034 for 1989-90 and $61,688 for 1990-91). The project was directed by an Educator-in-Residence, Laurie Richlin, who maintained an office at Brescia and traveled to the three other colleges for consultation and presentations.

B. Purpose of the FIPSE Project

Previously sponsored faculty development workshops, guest lecturers, and one-day intensive training sessions had certainly helped professional development, but such short sessions had not satisfied the faculty and were inadequate to their needs. It was the lack of any integrated vision or long-lasting effects from short term training that caused the administration and faculty to ask for a longer period of development (Eble and McKeachie 1985).

The geographic isolation and small size of faculty in other liberal arts colleges in Kentucky, Indiana, and Tennessee motivated the formation of a consortium for college teachers in small colleges. The sense of isolation and lack of opportunity to interact with colleagues in their own and other disciplines made the idea of the consortium attractive to the small colleges. This clustering of small liberal arts colleges sharing ideas and resources and representing non-competitive, talent development schools, allows them to form a community of lovers of learning and learners attending the same central responsibility--the fullest development of students and faculty's ability and talents (Astin, 1985).

Two of the colleges in the consortium are junior colleges. One four-year college is for men only, one for women only. Brescia is coeducational. This mix of institutions allowed the colleges to test the authenticity of the critical literacy outcomes in a variety of situations.

C. Background and Origins

When national attention focused on the problem of incoherence (Boyer, 1987) in the American College experience--on the lack of any clear statement of a vital mission known and accepted by the total college community, and on the lack of any common or core curriculum--Brescia responded by designing a comprehensive plan that would bring together mission, curriculum, and student life.

First the President's Strategic Planning Committee directed that all units of the college identify or create a means of showing visible support for the four main concepts of the mission--Catholic, liberal arts, career preparation, and community service. Brescia already had in place a set of educational Knowledge, Skills and Values Outcomes.

Secondly, the Curriculum Committee of the Faculty Assembly mandated that appropriate goals from this set of outcomes be included in every course in the curriculum and in every facet of the co-curriculum. With the establishment of the Liberal Arts Committee by the Faculty Assembly in the Spring of 1987, the task of making the outcomes a reality in the curriculum and co-curriculum became a priority.

Finally, the need for professional development and renewal of teaching skills became even more pressing when in 1988 the Southern Association of Colleges and Schools recommended in Brescia's self-study report that the faculty proceed with its intention of examining the General Education requirements and outcomes assessment "with all deliberate speed." Faculty were aware that this recommendation would affect course syllabi, classroom objectives and practices, academic advising, and the college's method of evaluation.

D. Project Descriptions

With the opportunities afforded the colleges from the FIPSE grant Brescia employed an Educator-in-Residence to give the faculty an intensive teacher-training program suitable for college classrooms. The project included both group and individual activities with the faculty on each campus, and an annual all-college conference held at Brescia with a national speaker facilitating the plenary meetings.

Group Activities. During the year the resident Educator conducted topical workshops and seminars and organized small group activities at each college. Small groups of faculty from diverse disciplines met an average of twice a month during the first year, 1989-90. At Brescia discussions centered around such collegiate matters as developing criterion-referenced grading in mathematics, creating individualized student assessments, building computer and classroom skills, and designing a curriculum for general education. The synergy of the faculty in these small group has been the core of the project. This fact is affirmed by one member of the Brescia faculty: "If one wishes to influence the teaching of faculty, it seems best to think in terms of small groups. As each group is energized about working together about teaching, the enthusiasm spills over into the larger group. I think small groups are more effective than having faculty assemble for a lecture on teaching and learning."

During the first year and second year at St. Meinrad, discussion centered on improving college teaching and student learning, and on improving critical literacy across the curriculum. As a result one member of the St. Meinrad faculty wrote: "I stopped relying as much on my lecture notes, and began focusing on encouraging dialogue. I have been impressed by the students' interest in the subject matter displayed by students and their willingness to engage in discussion. Rapport has greatly improved. . . I feel much more engaged with students."

St. Mary-of-the-Woods concentrated on improvement of teaching in one department. At St. Catharine's activities and discussions were initiated by a visit from the resident Educator but on-going activities were stimulated and directed by the Steering Committee for the project.

The most successful group activity sponsored by the FIPSE grant was an annual all-college Professional Development Day which brought together members of the faculty from the consortium to participate in general and concurrent sessions about concerns that are specific to small private colleges. Evaluations of the days were most explicit about the opportunity to meet with colleagues who understood and shared budget restrictions, the feeling of academic isolation, the loneliness of being a member of a two-faculty department, the absence of any research time away from teaching and committee responsibilities. Four colleges participated in the first annual meeting, thirteen came to the second gathering. This activity will continue after the grant period.

Individual Activities sponsored by the FIPSE grant included classroom observation and evaluation by peers, teaching excellence partners, private consultations with the Educator-in-Residence for advice and teaching resources, and especially for assistance in classroom research and student learning.

E. Project Results

The FIPSE project has ensured the continuation of classroom observation by peers, the pursuit of critical literacy in every discipline, the improvement of the general education core by the incorporation of values outcomes and assessment, and faculty seminars and small group discussions on improvement of teaching and learning.

The most important resulting activities are those scheduled at the Professional Day gathering where professors with similar concerns and interests share information about projects, research, teaching innovations, and professional growth incentives.

F. Summary and Conclusions. Despite its mistakes, shortcomings, efforts that failed, expectations that were not met, the FIPSE project fulfilled its stated purpose--improving college teaching and learning on four campuses.

FIPSE Project - Brescia College

An Educator-in-Residence for the Improvement of
College Teaching and Learning at Small, Liberal Arts Colleges

FINAL REPORT

A. Project Overview

When national attention (Boyer, 1987) focused on the problem of incoherence in the American College experience--on the lack of any clear statement of a vital mission known and accepted by the total college community, and on the lack of any common or core curriculum--Brescia, a small private college in Owensboro, Ky., responded by designing a comprehensive proposal that would bring together mission, curriculum, and student life. The proposal is a culmination of several years of periodic study and discussion.

The President's Strategic Planning Committee directed that all units of the college identify or create means of showing visible support for the four main concepts of the college mission--Catholic, liberal arts, career preparation, and community service. Brescia already had in place a set of educational outcomes in knowledge, skills and values.

The Curriculum Committee of the Faculty Assembly mandated that appropriate goals from this set of outcomes be included in every course in the curriculum and in every facet of the co-curriculum. And because the faculty realized that learning does not always happen simply by requiring certain courses of the student and by including educational outcomes in a syllabus, they devised a means of assessing the learning by repeated faculty and student evaluation. With the establishment of the Liberal Arts Committee by the Faculty Assembly in Spring 1987, the task of making the outcomes a reality in the curriculum and co-curriculum became a priority.

History of the Project

In order to ensure the success of the new outcomes assessment, the faculty requested two years of intensive professional training in college teaching, including utilization of the many technological and educational developments since the professors received their degrees; for example, computer-assisted classes and assignments, and critical literacy across the curriculum.

The need for professional development and renewal of teaching skills became even more pressing when in 1988 the Southern Association of Colleges and Schools recommended in response to Brescia's self-study report that the faculty proceed with its intention of examining the general education requirements and outcomes assessment "with all deliberate speed." Faculty were aware that this recommendation would affect course syllabi, classroom objectives and practices, academic advising, and the college's method of evaluation. The faculty began to devise a program that would address these needs and place emphasis on the institution's uniqueness and values.

B. Purpose of the FIPSE Project

With the opportunities afforded Brescia by the FIPSE grant, the college contracted an Educator-in-Residence to give the faculty an intensive teacher-training program specifically designed for higher education faculty. Previously sponsored faculty development workshops, guest lecturers, and one-day intensive training sessions had certainly been helpful, but such short sessions had not satisfied the faculty and were inadequate. It was the lack of any integrated vision or long-lasting effects from short-term training that caused the administration and faculty to ask for a longer period of development (Eble and McKeachie, 1985).

The Brescia plan allows the training to affect most of the faculty simultaneously; it encourages them to set common educational goals and to structure a common curriculum through revised syllabi and general education requirements. Faculty are also asked to agree on the most suitable assessment tools to judge the amount and quality of the transfer of knowledge, skills, and values from liberal learning courses into major subject matter and life situations.

The geographic isolation and small size of faculty in other liberal arts colleges in Kentucky, Tennessee, and Indiana motivated the formation of a consortium for professional development with four other colleges: St. Mary-of-the-Woods and St. Meinrad in Indiana; St. Catharine in Kentucky; and Aquinas in Nashville, Tennessee. The Academic Dean at St. Mary-of-the-Woods affirmed the need for a consortium in a letter to FIPSE: "In a recent study of faculty needs by the Faculty Improvement Committee, off-campus contacts with peers from other institutions surfaced as the highest priority." The president of Aquinas College wrote that "as a small college in the midst of much larger colleges and universities, we often find ourselves coming away from conferences and workshops a little discouraged. At times it is a little difficult to apply to your college what you have heard concerning much larger institutions . . . " (Aquinas later withdrew from the group because of a change in administration.)

The sense of isolation and lack of opportunity to interact with colleagues in their own and other disciplines made the idea of the consortium attractive to the five colleges. This clustering of small liberal arts colleges sharing ideas and resources and representing non-competitive, talent development schools, allows them to form a community of lovers of learning and learners attending to the same central responsibility--the fullest development of students and faculty's ability and talents (Astin, 1985).

Two of the colleges in the consortium are junior colleges. One four-year college is for men only, one for women only. Brescia is coeducational. This mix of institutions allowed the colleges to test the authenticity of the educational outcomes in a variety of situations, especially the critical literacy goal--reading, thinking, writing, and speaking.

C. Background and Origins

Faculty Needs. Currently the development of college faculty is essential because of the many technological and educational advances since the professors received their degrees. Very few of the teachers had, even in

graduate school, any help on how to teach or on how students learn. The need is even more pressing since accrediting agencies (the Southern Association and North Central Association in this case) demand a clear statement and assessment of the colleges' educational outcomes.

Need of Changing Student Population. The changing student population nationally, at Brescia, and at the cooperating colleges has made faculty's teaching styles obsolete. Faculty, knowledgeable in the content of their disciplines, have relied on the traditional lecture-discussion-test method. They hoped not only to improve this method significantly in the proposed training period, but also to learn how to employ available new teaching techniques, new insights into how students learn and retain information. Other needs included skills for creating an environment that would motivate intensive research in college, encourage independent, life-long learning, and develop critical thinking in their students that would continue beyond the classroom.

Number of Participants. When it was announced by the Academic Dean that Brescia intended to apply to FIPSE for a faculty development grant to aid in the improvement of teaching and learning, forty of the forty-five full-time faculty submitted written requests to be included in the program. Academic deans in the other four colleges had a similar response--over three-fourths of the full-time faculty in every school. Some part-time faculty in the two junior colleges asked for participation. Their inclusion strengthened the over-all purpose of the grant request, which was to form a community of lovers of learning. Community college or junior college teachers are ordinarily as intellectually curious, intelligent, and as well motivated as their peers in four-year colleges, but having to teach the same lower division courses repetitively makes it difficult for them to maintain their enthusiasm. Because they are not on campus very often, their opportunities to work closely with colleagues or have much contact with students are limited. An effort to bring them into the mainstream of college life, acquaint them with a variety of teaching styles and make them cognizant of the colleges' educational outcomes and how to evaluate them seemed a worthy goal for a faculty development project. (Eble and McKeachie, 1985).

Expressed Needs of Faculty when writing or speaking to the Academic Deans about participation in the development projects were summarized under four headings: 1) Improving classroom instruction in all its aspects--textbook choice, course design, teaching techniques, methods of evaluation, testing, grading; 2) Incorporating the college's identified educational outcomes into syllabi and validating their attainment by the students with some degree of assurance; 3) Understanding students diversified learning styles; and 4) adapting course assignments and presentations to assist all learners.

The Brescia Plan allows the training to affect most of the faculty at a school simultaneously, and encourages faculty to set common educational goals, structure an integrated curriculum through revised syllabi and faculty consensus, and agree on the most suitable assessment tools for evaluation. Many of the faculty also mentioned in their letters to FIPSE that they would develop immeasurably in a personal way by sharing with and observing colleagues in their own and other colleges in the micro-teaching sessions and in a multi-disciplinary setting.

Brescia's plan can be adapted by any small college with fewer than sixty faculty and a student enrollment of 400-800. The procedure can also be used in larger colleges in a single school such as the school of law.

D. Project Description

The FIPSE project included 1) group and 2) individual activities with the faculty on each campus, and 3) one annual all-college conference held at Brescia with a national speaker facilitating the plenary meetings.

Under the FIPSE proposal, an Educator-in-Residence was employed full-time to direct both group and individual activities, and organize the Professional Day schedule. The Educator traveled to the consortium colleges on dates which were coordinated with the Academic Deans and the Steering Committees.

I. Group Activities

The resident Educator conducted topical workshops and seminars and organized small group activities. Small groups of faculty from diverse disciplines met an average of twice a month during the first year. Reorganized groups continued to meet during the second year. During the first year, topics centered around improving college teaching and student learning. The faculty groups discussed such collegiate matters as developing criterion-referenced grading in mathematics, creating individualized student assessment, and building computer and other classroom techniques. During the second year small group discussions focused on designing a curriculum for general education which would be an integrated experience uniquely achievable in small colleges.

The synergy of the faculty in these small groups has been the core of the project. The uniqueness for small colleges is that the center of the general educational experience is focused on values. Within the arena of higher education, private colleges have the privilege and responsibility of establishing their own values, their countercultural missions, and their specific reasons for being and for graduating students who evidence these values in their personal and professional lives. The small private college can make a difference in contemporary culture by positive promotion of standards of excellence and moral and ethical integrity.

The General Education Design. The value-centered general education design is just now coming into shape and will be the focus of study during 1991-92. A major part of the mission of the four colleges in the consortium, as summarized in Brescia's catalogue, is to provide students with high quality liberal learning: "The aim is not to graduate narrow specialists but broadly skilled, knowledgeable, flexible human beings who are equally capable of moving up in their chosen careers or shifting into new ones; who understand the contemporary world and the forces that have shaped it; who understand people and lead, support or cooperate with them as needed. Students who can listen, think, read, and write effectively; who care about others and are willing to help them; who value cultural enrichment and life-long learning; who are determined to improve the quality of life for all; who are committed to continued personal, intellectual, and spiritual growth."

To accomplish their mission the consortium faculty wanted to develop a program that included the traditional liberal arts courses and involved every course in the curriculum and every facet of the co-curriculum. More importantly faculty, administration, and directors of student life are working to build into the total college experience a set of clear assessment tools that will indicate whether or not the program is achieving the desired outcomes.

Other Group Activities.

Dissertations Anonymous. Several Brescia faculty were employed before they finished their doctoral programs. In order to encourage them to complete their degrees, the E-I-R held periodic group meetings to discuss how their research and writing were progressing and to share strategies for helping them find time for their dissertations.

Teaching Excellence Partners. In order to build on the classroom observation program, the Academic Dean at Brescia paired each new faculty member who came to the college during the second year of the project with a Teaching Excellence Partner, an experienced faculty member in another discipline. The group met periodically throughout the year and received training in classroom observation; this training included detailed observation/feedback protocol for either the taped or in-class sessions.

Faculty Seminars and Workshops. The resident educator conducted ten seminars or workshops with the entire Brescia faculty. Discussions covered such topics as ethics in grading, increasing student class participation, Howard Gardner's learning styles, Lipman-Blumen Leavitt achieving styles, classroom research, and peer observation. The E-I-R conducted faculty seminars and steering committee meetings at the other participating colleges on the average of once a month.

II. Individual Activities

Scholarship of Teaching. Unlike larger research institutions that place undergraduate teaching in a subordinate (non-priority) position, the consortium colleges view teaching undergraduates as their primary mission. The E-I-R project focused on the scholarly approach to excellence in pedagogy; that is, improvement of teaching methods became a research project for several faculty. One faculty member is using videotape to record and review students' ability to do critical thinking in artistic or musical critiques. Another is using collaborative learning strategies with non-traditional students. And yet another research project involves alternative testing methods in large classes. The E-I-R has worked with faculty to formulate their investigations in publishable form and has encouraged individual members to make presentations at regional and national education meetings and conferences. Three faculty from Brescia, two from St. Meinrad, and one from St. Catharine have made presentations on their research at a national conference on teaching excellence. The proposed outcome for this activity was to make the scholarship of teaching as respected by faculty and administration as the scholarship of research; to create a community of teaching scholars who wish to be not just practitioners but also scholars communicating their findings to their students.

E-I-R Work with Individual Faculty Members. Brescia faculty contacted the E-I-R for more than 100 formal consultations and hundreds of drop-in visits and phone calls. Primary topics for discussion were grading systems, assigning library work, ways to stimulate classroom discussions, and individual problems with students. In addition, the E-I-R observed approximately 50 individual class sessions at the request of the instructor. Each observation was preceded by an individual meeting and review of the syllabus and textbook. Observations took from one to two hours. Follow-up meetings were conducted after each observation.

Peer Observation. Training sessions were conducted for faculty to prepare them to observe each other's teaching either through classroom visit or videotape. An Observation/Feedback Protocol form and an Observable Behavior Inventory were provided. In the Observation/Feedback Protocol the instructor and observer meet to discuss the class to be observed. The observer is given a copy of the course syllabus (and the text, if necessary to understand the class). Discussion topics include: level of students in course, how this particular class relates to overall course goals, and any particular areas the instructor wishes the observer to notice. Instructor and observer agree on process, including whether class is to be observed in person or be videotaped; whether the observer will actively participate in the class if the observation is in-person; and who will do videotaping if class is to be taped. Detailed instructions follow on how observer and instructor are to proceed with the maximum benefit for improvement. (See sample Observation/ Feedback Protocol and Observable Behavior Inventory forms in Appendix.) Approximately half the faculty at Brescia and a substantial number at the consortium colleges formed teams to observe and be observed in their classrooms.

III. Consortium Activities

Activities at Participating Colleges. Besides the workshops and seminars at the consortium colleges, the E-I-R met often with Academic Deans and faculty committees, especially the FIPSE steering committees which were formed at each college. The primary focus of the visits was to train faculty at each college to observe and provide useful feedback to their colleagues. At each campus "peer observers" worked with each other during the academic years.

Mutual Sharing Among the Colleges. Participating colleges were generous in invitations to the consortium members to share events and lectures on their campuses. Faculty were able to attend lectures by such outstanding educators as Dr. Edith Ackerman from MIT on the "Use of Technology in Education"; Dr. Sharon Pugh from Indiana University and Dr. Andrea Lunsford, Director of 4Cs on critical reading; and Professor Edward White, California State University, on writing across the curriculum.

IV. Professional Development Day

No activity of the consortium received more enthusiastic support than the annual Professional Development Day. While large universities and colleges have been developing teaching and learning centers on their campuses, small schools have not had the "critical mass" necessary to support such enterprises. By forming a consortium of similar schools, Brescia and the

coordinating institutions are able to share resources. In addition, small schools often have only one or two faculty members in a department. The consortium brings together larger numbers of colleagues in each discipline for sharing of teaching experiences.

The annual Professional Development Day was initiated in order to make the sharing more formal than is possible in casual visits to other campuses. Over 80 faculty from the four consortium colleges attended the first event in 1990; over 100 from the consortium and 9 other additional private colleges who asked to participate came to the 1991 Professional Development Day. (See appendix for list of additional colleges.)

Plenary Sessions. Plenary sessions were led by guest speakers: Linc. Fish, lecturer and educational consultant, Lexington, Ky., in 1990, and Craig Nelson, Professor of Biology, Indiana University, Bloomington, an expert on developmental approaches to critical thinking, 1991.

Concurrent Sessions. Afternoon concurrent sessions were chaired by faculty from St. Mary-of-the-Woods, St. Meinrad, St. Catharine, and Brescia Colleges. Afternoon sessions focused on every discipline represented at the conference. Sample topics included Alternate Ways of Grading, Dealing with Diversity in Age and Experience, Motivating Students to Become More Enthusiastic Learners, Non-traditional Teaching Situations, Using Technology in the Classroom. Faculty from twelve areas held sharing sessions in the afternoon with special emphasis on critical literacy: literacy in the arts, cultural literacy, philosophy of critical literacy, mathematical literacy. The success of the Professional Development Days has motivated the group to continue the annual gathering after the grant period.

Innovative Features of the Project. The concept of an Educator-in Residence, while modeled on similar programs (artist-in-residence, poet-in-residence), is especially innovative in the field of education when the project addresses both college teaching and student learning.

An Annual Conference bringing together a consortium of small,private colleges with 300-800 students and 40-80 faculty, and sharing only those things that directly affect the membership, is a new and valued experiment designed to strengthen the effectiveness of undergraduate teaching colleges.

The professed goal of the project, a goal that is long overdue in academic circles, is to make the scholarship of teaching and classroom research as respected as is individual, independent scholarly research.

E. Project Results

1. Results of Group Activities

Group Activities. During the first year faculty evaluated small group activities each semester. The first semester almost 100% of the full-time faculty participated in small groups. Evaluations indicated a 3.4 level of satisfaction on a 1-5 scale with 5 being high. Eighty-one percent (81%) of the faculty indicated they had learned something that stimulated their thinking. The faculty liked the opportunity to meet and discuss teaching and learning. Faculty suggested more cohesion among the small groups during the second year.

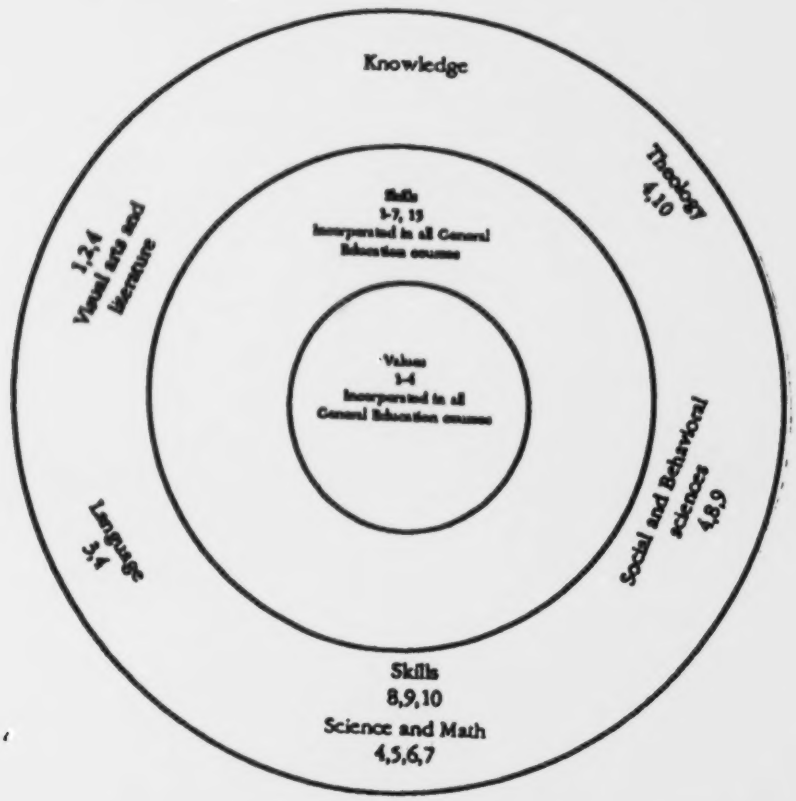
Other suggestions were in conflict with each other and could be addressed only by providing different options; e.g., to have "more practical" versus "higher level" sessions; to provide reading material for study prior to to the session or to have no reading material at all.

At the end of the spring semester of the first year, ninety-two percent (92%) reported they had learned something from the seminars. Seventy percent (70%) reported their teaching styles and methods had improved as a direct or indirect result of the project. Small study groups achieved various levels of success. Some that remained focused and vital reported successful outcomes for their meetings; others had only moderate success, and still others stopped meeting because of a lack of interest. The most important factor in persistence seemed to be concentration on a specific topic, such as "motivating students to be more enthusiastic learners," rather than on simply "improving classroom skills."

As part of the regularly scheduled student evaluations at the end of the spring semester, students were asked whether they had a prior class with the instructor. If they answered "Yes," they were asked whether the "instructor has introduced new teaching methods this semester." Seventy-two percent (72%) indicated that their teachers had introduced new teaching methods. Students were also asked whether the new teaching methods helped them learn. A full ninety-six percent (96%) of those who said new methods were used indicated that the new methods had helped them to learn. Interestingly, on the spring semester evaluation, eighty-one percent (81%) of the faculty responding indicated that, as a result of the project, they had tried something new in their teaching. Seventy-one percent (71%) of those rated the experiment a success.

During the second year, small groups focused on the General Education Review. No final evaluation of the groups was conducted. However, groups functioned throughout the year and reports of progress and achievements were submitted to the Steering Committee. These reports indicate that the groups achieved the goals they had set for themselves. Group activities culminated in revised general education courses and requirements.

Diagram Showing the Integration of the Educational Outcomes in Knowledge, Skills, and Values in their Relationship to Each Other.



The three concentric circles represent how the educational outcomes will function in the curriculum. The numbers on the circles identify suitable outcomes proposed by the faculty in each division: theology; social and behavioral sciences; science and mathematics; language and grammatical structure; visual arts, and literature. Values numbered 1-4 on the list of outcomes and representing the center of the liberal arts experience are to be incorporated into every course in the general education requirements. Skills numbered 1-7 and 15 must also be addressed in every general education course. Numbers in the outer circle represent the knowledge outcomes and further skills. The greater the radius from the inner core, as represented by the outer circle, the more specific the knowledge and skills outcomes are to particular disciplines.

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List of Values and Skills Outcomes to be Incorporated into Every Course in the General Education Requirements.

Values Outcomes 1-4

A graduate should be committed to:

* continued personal, intellectual, and spiritual growth
* the welfare of others
* respect for the physical environment and for life in all its forms
* respect for and appreciation of the diversity of cultures

Skills Outcomes 1-7 and 15

A graduate should have the skill to:

* apply logic to everyday life
* apply imagination and theoretical/experiential knowledge to the creative solution of problems
* use analytical skills to make decisions and interpret and evaluate judgments in personal and professional life
* produce writing that is clear, organized, purposeful, and in an appropriate style
* communicate effectively with others using standard language and clear, articulate speech
* listen effectively
* independently use library resources to research ideas, and present them in an organized way
* develop perceptual awareness--the ability to observe, perceive, and interpret

Knowledge Outcomes 1-10

A Brescia graduate should have knowledge of:

* the visual and performing arts and their importance
* literature and its significance
* the nature and historical development of language and the grammatical structure of standard English
* the major people, events, discoveries, political thought, economic theories, and geographic factors that have shaped the way we live
* the natural sciences and their significance
* mathematics and their significance
* computers and their significance
* the social and behavioral sciences and their significance
* systems of philosophical thought and their significance
* theology and the major religions and their significance

When professors wish a course to satisfy the General Education Requirements, they must submit a detailed syllabus to the Academic Dean for approval by the Curriculum committee of the faculty assembly. The Curriculum Committee will examine specifically whether the course supports the knowledge, skills, and values outcome and whether adequate means of assessment are apparent. The committee will further examine the course content to determine its suitability for inclusion in the general education core.

Results of Other Group Activities

Dissertations Anonymous. Two of the individuals in the group completed dissertations during the second year. Two others are scheduled to finish during the year following the completion of the grant. The following quote of one participant reflects the value of the group meetings.

> Without the group meetings, sometimes I would get so busy, and it would be hard to find time. Every time we would meet I would think up a new strategy for my studies, so it really helped. It kept my enthusiasm up.
>
> Iris Moreno-Brown, ABD

Teaching Excellence Partners. Senior faculty members responded positively to the request to serve as teaching excellence partners for first-time Brescia faculty. The response from first-time Brescia faculty varied inversely with years of previous teaching. However, Brescia's experience with faculty with three or more years of teaching indicates that this group, while less open to suggestions, is often greatly in need of improving teaching methods.

Mutual classroom observation and/or videotaping was one of the expectations of the partners. Individuals did not videotape one another, but several classroom visitations did occur. The process of classroom observation demands approximately a two-hour time commitment. This fact discourages frequent class observation.

Meetings with new faculty throughout the two-year grant period indicate that second-year faculty are often in a better position to appreciate institutional efforts to provide support and stimuli toward teaching excellence. This does not eliminate the need to socialize new faculty to Brescia's emphasis on teaching and learning. The assignment of Teaching Excellence Partners makes this emphasis clear from the beginning of a faculty member's contract.

Faculty Seminars and Workshops. Evaluations of the seminars and workshops varied according to the faculty interests in the topics and with the presenter's ability to engage the group. Seventy-nine (79) to ninety-two (92) percent of the participating faculty indicated benefiting from these activities. Topics which seemed peripheral the first year resurfaced repeatedly the second year. Sometimes perspective is needed to evaluate the relevance or importance of a seminar topic.

Results of Professional Development Days

All sessions at both Professional Development Days were rated 3.2 or better on a 0-4 scale. Comments about the evaluations indicated that the plenary session speakers were very helpful and that the gathering by disciplines was especially appreciated. These comments emphasize the importance of faculty from small colleges meeting with colleagues from similar schools.

Group Activities Which Did Not Work

Facilitator/Educators. In the original grant proposal certain participating colleges were to select faculty members to serve as facilitators/educators. These facilitators were to be trained by the E-I-R and were to be responsible for visiting campuses and for continuing grant activities after the grant period.

Due to the difficulty encountered in locating an E-I-R, the time was not available for the initial facilitator training session. Furthermore, the faculty members selected by two of the colleges were no longer at those institutions when the grant period began. This latter situation is a frequent problem on campuses with few full-time faculty and must be considered when planning any faculty development project which relies primarily on one person.

Weekly Seminars. The grant proposal described "a weekly faculty seminar of one hour's duration continuing four semesters for ten weeks each semester . . . facilitated by the resident Educator . . ." These weekly seminars were replaced by a weekly schedule alternating small group meetings with total faculty seminars. This change in format was made in an effort to respond to the varying interests of faculty members. It was also an attempt to respond with sympathy to faculty concerns about time constraints.

Observation of Faculty Members. The E-I-R or facilitator/educator was to observe and evaluate each faculty member's teaching twice during each year of the two-year grant period. Since facilitators were not trained as planned, the E-I-R indicated that these expectations were unrealistic for one person. She decided instead to observe faculty by invitation only.

Difficulties Experienced

Hiring an E-I-R. When the grant proposal was submitted, Brescia identified several highly qualified individuals willing to serve as E-I-R. By the time the grant award was finalized, those individuals and most other qualified persons had accepted positions at other institutions. Consequently, much time and effort was spent in locating an individual to serve as E-I-R. The person identified and hired possessed some but not all of the qualifications listed in the job description: i.e., the person had not completed her doctoral work nor did she have extensive undergraduate teaching experience. The absence of these two qualifications put the E-I-R at a disadvantage with some faculty members.

Timing. Since the grant award and the identification of the E-I-R were both finalized later than anticipated, the initial activities were not as well planned and orchestrated as desired. In future FIPSE proposals Brescia would be better served by scheduling initial activities in early October rather than in late August.

Activities Which Worked Unexpectedly

Steering Committee. When the preparation of educator/facilitators became impracticable, steering committees were formed on two of the campuses, and one college used an already established faculty development committee for steering the project on campus. This approach provided more faculty

involvement and generated enthusiasm for the faculty development activities. Through coordination with steering committees, the E-I-R was able to serve as facilitator at each campus.

Dissemination. The efforts directed at dissemination of classroom research had far-reaching impact on Brescia faculty, causing them to prepare presentations for professional meetings and for publications. As a result more faculty truly experienced the scholarship of teaching. They also came to view themselves as capable of contributing to the scholarship of teaching. Hence, a greater sense of professionalism has materialized.

Innovative Teaching Techniques. The climate which developed on campus as a result of the grant encouraged faculty to experiment with innovative teaching techniques. It also facilitated sharing the success or failure of experimentation. The most exciting comments were those of faculty who experienced greater student learning when they had the courage to try something they "were sure would fail."

As a result of the emphasis placed on critical literacy and the achievement of educational outcomes, several divisions experimented with writing requirements in all divisional courses. Oral presentations were also more carefully evaluated.

Results of Individual Activities

E-I-R Work With Individual Faculty Members. During both the fall and spring semester more than 22% of the faculty met with the E-I-R to discuss teaching. In the fall these individuals experienced a 4.55 rate of satisfaction on a five-point scale; the spring rate of satisfaction was 4.44.

Peer Observation. During the spring semester of the first year, faculty members were trained to serve as consultants and classroom observers. Consequently, ten faculty members indicated that another faculty member had observed a class. These ten faculty members indicated that the feedback was useful (4.0 on a 5-point scale). Eleven faculty members indicated that they had observed another faculty member's class and those eleven rated the experience slightly higher (4.36 on a 5-point scale).

During the second year, the Educator-in-Residence continued individual consulting and faculty members continued observing one another. The greatest benefit resulting from this ongoing observation is the acceptance on campus of classroom visitation by colleagues. In fact, two divisions are now considering this as a standard part of the division's activities.

Results of Consortium Activities

Activities at Participating Colleges. The need to plan for the E-I-R's visits was one of the beneficial side effects for the participating colleges. The responsibility for professional development was thus delegated to the steering committee.

Each seminar, each colloquium, and each workshop at St. Meinrad was evaluated. Faculty participation ranged from 20% to 90%. Generally evaluations indicated the activities were good, very good, very helpful or very useful. One event was judged as being unrelated to the audience and as being difficult to follow.

St. Meinrad credits the project with developing momentum for their critical literacy project. Participation was better than expected. Overall impact was positive.

Lydia Sauer, faculty member at St. Catharine College, provided evaluation feedback for that college. She identified the following positive aspects of the FIPSE project.

* E-I-R has some psychological distance from staff and faculty.

* Participants have increased their risk-taking behaviors.

* Project has sparked creativity, both by synthesizing information and forcing brainstorming by professors.

* Participation has provided people at smaller schools a chance to share and validate with others in their field.

* A "hidden payoff" has been the garnering of information regarding policies and procedures outside the teaching field; e.g., what other schools in the project do regarding continuing education, student government, insurance, etc.

* Participants have received a collective view of their faculties and their individual specific roles within that faculty.

* Quality of teaching has improved through the critiquing of each other's teaching.

Ms. Sauer identified four less productive aspects of the FIPSE project.

* May have confirmed to some of the participants their less-than-adequate abilities to instruct well.

* Additional work to overworked, underpaid faculty.

* No "teeth" in the project--reward strictly intrinsic. (This is both the "good" and "bad" news.)

* As the project ends, some difficulty exists in transferring responsibility for the project's goals. Facilitators and E-I-R seem to be doing all the "right" things to ensure the transfer, but this is an inherent difficulty with such projects.

At the request of St. Mary-of-the-Woods College, the E-I-R worked on instructional improvement with one department only. Faculty and administrators were pleased with evident improvement and plan to continue the program next year.

Impact or Changes Resulting from Grant Activities

The three institutions most actively involved in the grant were Brescia College, St. Catharine College, and St. Meinrad College. (Frequent active involvement at St. Mary-of-the-Woods College was hindered because of distance from Owensboro.) At the three institutions faculty comments and project evaluations indicate that the project

* helped faculty overcome a sense of isolation often experienced in one- or two-person departments/areas,

* helped generate discussions among faculty on the scholarship of teaching,

* encouraged faculty to experiment with innovative and creative teaching techniques, and

* highlighted critical literacy across the curriculum.

At Brescia College, the Vice President for Academic Affairs notes the following additional impacts:

* change in attitude toward professional development; e.g., involvement in the scholarship of teaching as well as in the scholarship of the discipline;

* faculty presentations at professional meetings on teaching, which have increased as faculty members become aware that they have valuable experience to share;

* an openness to having a colleague do classroom visitation/ observation.

Selected Faculty Essays on Impact

Impact of Project Activity
Brescia College
Anthony J. Shonis

The hopes for the E-I-R spanned the gamut of professional teaching. Faculty were particularly interested in improving their lecture styles to integrate discussion techniques and to develop tests that would accurately reflect the goals of their class. Another area had to do with student motivation and how students could become more participatory. There were some professors who envisioned the E-I-R as a master teacher who would observe classes and then critique their teaching styles. Grading was also a concern of the faculty, particularly evaluating written assignments.

How did we do? In general the E-I-R was effective with the majority of professors. For me, personally, it turned me around 180 degrees. My initial reaction to the E-I-R was "fine, I could always learn about teaching." What happened was not learning about teaching, but learning about learning. The E-I-R observed my class and made arrangements for me and another professor to sit in each other's class. She also gave seminars on the latest research about cognitive development, testing, etc. What she did that most affected me was arranging for several professors to attend the Lilly Conference at Miami University last year. When they returned she organized a seminar in which they briefed us on what they had heard and discussed. One professor talked about group testing. I tried it and the results were terrific--the students were animated, energized, and very participatory. I began to look seriously at how students learn and I became very interested in cooperative learning groups. Every class I teach now is group-learning centered. The focus for me is student learning and my learning about learning.

My overall impression of the E-I-R at Brescia is that she took a good faculty and made it better by giving us permission to make our teaching the focus of our lives together. At the present time I meet with two working groups. One is made up of a business professor and the Dean of Student Development. We discuss collaborative learning. The other is made up of a Spanish teacher and a music teacher. We are discussing a book on education by Suzuki, the children's violin teacher. These two small groups are a direct result of the FIPSE grant.

I would end with the personal observation that if you want to influence the teaching of a faculty, it seems best to think in terms of working with small groups. As each group is energized about working together about teaching, it spills into the larger faculty. I think this is more effective than simply having the faculty assemble for a lecture on teaching and learning.

St. Meinrad College
Virginia Seubert

My teaching style has changed significantly because of the FIPSE project. I was particularly struck by a cartoon presented at the 1990 Brescia Conference which depicted a little boy telling another little boy that he had taught his dog to whistle. The second boy asked the dog to whistle;the dog did nothing. "I don't hear him whistling!" the second boy accused. "Well, I said I taught him to whistle. I didn't say he'd learned it!" the first boy responded.

This cartoon captures the relational aspect of teaching, underscoring the importance of a teacher engaging students' interest and participation. Too often in the past I had felt that I was talking "at" rather than "to" students, that I was covering a lot of material that was of interest to me but not to them, that I was displaying my skills as a sociologist, but not imparting those skills to them. I was dissatisfied enough with my teaching to try something new.

Very small classes also played a role: I felt a bit ridiculous standing behind a podium, facing four or five students. So I stopped standing, and began sitting with the students at the table located at the back of the classroom. I stopped relying as much on my lecture notes, and began focusing on encouraging dialogue. I asked real questions, some regarding the text, others regarding their reactions to the text. I asked them to formulate hypotheses, to make assumptions explicit, to present various ways of explaining the same data. In the last few minutes of a class period, I formulated a question that would begin the discussion period of the next class. Often these questions were of the form: "What is your reaction to the author's position regarding X?"

This last technique has, I think, been particularly helpful in getting discussions started. I have been impressed with the improved quality of discussion made possible by allowing students time (outside of class) to formulate opinions. I have also been impressed by the interest in the subject matter displayed by students, and their willingness to engage in discussion. Rapport has greatly improved: students now ask "real questions" of me, press me regarding the bases of my knowledge, ask if another perspective might not be taken. This makes class time much more interesting and challenging for me. I feel much more engaged with students.

These impressions are qualitative, not quantitative. Students' performances on multiple choice exams and papers continue to be about the same as before (some do well, others do not). I do not cover as much material as I formerly did, and I concentrate more on the text and less on outside sources. Nonetheless, allowing students to practice doing sociology has seemed to improve their ability to frame questions sociologically. And we are having a lot more fun.

Cost Efficiencies

What would it have cost to have the same impact on faculty development at each of the participating colleges? Since the level of participation varied, this is a difficult question to answer. However, in order to achieve anything comparable at Brescia, faculty would have had to experience a common semester of released time or common summer institutes. The cost of either option would far exceed the total cost of the FIPSE project with its impact on four colleges.

Continuation of Activities

Small Group and Individual Activities. Each institution is responsible for continuation of small group and individual campus activities. Brescia College is pursuing concerns and questions surrounding the critical literacy and the values issues. The General Education Requirements steering committee continued to meet during the summer following the grant funding, and a person with expertise in implementing values has been scheduled for the fall institute.

Teaching Excellence Partners will again be assigned. However, adjustments in the partnership program are being made in accordance with faculty evaluation and suggestions.

Faculty Seminars will continue to be scheduled. However, topics will be surfaced by the faculty and meetings will be less frequent.

Classroom observation/videotaping will continue and faculty will again be trained for this activity.

Faculty members plan to continue professional presentations at regional and national meetings on innovative teaching techniques.

A steering committee will assist the Vice President for Academic Affairs in continuing these various activities. They will also help plan the annual Professional Development Day as indicated in the section on consortium activities.

Faculty at St. Mary-of-the-Woods plan to continue pursuing instructional improvement. In particular, they will continue to attend the annual Professional Development Day and to support interaction with colleagues.

Faculty at St. Meinrad have planned for continuance of the grant activities in conjunction with funding for professional development provided by Lilly Endowment. Their plans include: 1) a workshop devoted to use of state-of-the-art telecommunications; 2) continuation of videotaping classroom instruction by peers; 3) a production of visual aids workshop; 4) a presentation on enhancing reading and writing in science courses; 5) two days (September 24 and 25, 1991) on critical thinking by Craig Nelson, featured speaker of the 1991 Professional Development Day at Brescia; 6) continued reading and discussion on critical literacy; and 7) continued interplay with Brescia faculty.

The grant has provided the impetus for what promises to be a positive, endearing, and enduring interaction between St. Meinrad and Brescia faculty.

Faculty at St. Catharine College strongly desire the continuation of interaction with faculty from other colleges. In particular, they want to continue the Professional Development Day and their participation in it.

They sense a need for further development in the classroom observation techniques and in self-evaluation procedures. Some faculty will continue to engage in these activities, modeling possibilities for other faculty.

Consortium Activities. The Professional Development Day will continue. A date has already been reserved for next year and a plenary speaker has been contacted. This day will be a focal point for continued interaction of faculty from independent Kentucky colleges. St. Meinrad and St. Mary-of-the-Woods in Indiana will also continue to attend the Professional Development Day.

F. Summary and Conclusion

Although the FIPSE project did not fulfill the original vision and dream, it did make a difference on the Brescia College campus and on the campuses of the three colleges in the consortium. Group activities at Brescia resulted in a revised plan for the general education requirements that promises to bring together mission, curriculum, and student life. Group

activities at St. Meinrad promoted critical literacy and its assessment across the curriculum.

Individual Activities on each campus have improved the faculty's awareness of the contribution to the improvement of teaching and learning that their experience in classroom research and innovative pedagogical techniques can make when shared at educational conferences or in published articles. A second result of individual activities is the change of attitude toward peer observation and evaluation among the faculty on each campus. No individual activity received more affirmation from professors than the reward they felt for having observed or being observed by a friend and colleague in the classroom. This activity will continue after the grant period.

Consortium activities resulted in a commitment by the members to continue the Professional Day annually. The opportunity to come together with colleagues in one's own discipline, discussing matters that affect teaching, administration, professional growth, and finances in the small college is considered by most of the participants as a much needed and rewarding experience. The Professional Day activities have renewed the pride and excitement of being part of a faculty on campuses that make a difference in the American educational scene.

Despite its mistakes, shortcomings, efforts that failed, and expectations that were not fulfilled, the FIPSE project has improved college teaching and learning on four campuses.

Appendices:

I. Forms Other Colleges May Use for a Similar Project
   A. Observation and Feedback Protocol for Peer Evaluation
   B. Observable Behaviors Inventory for Observer and Instructor

II. List of Colleges Participating in Professional Day Activities

III. Considerations for FIPSE

Summary of Difficulties as Requested in Report

Difficulties Experienced

Hiring an E-I-R. When the grant proposal was submitted, Brescia identified several highly qualified individuals willing to serve as E-I-R. By the time the grant award was finalized, those individuals and most other qualified persons had accepted positions at other institutions. Consequently, much time and effort was spent in locating an individual to serve as E-I-R. The person identified and hired possessed some but not all of the qualifications listed in the job description: i.e., the person had not completed her doctoral work nor did she have extensive undergraduate teaching experience. The absence of these two qualifications put the E-I-R at a disadvantage with some faculty members.

BEST COPY AVAILABLE

Timing. Since the grant award and the identification of the E-I-R were both finalized later than anticipated, the initial activities were not as well-planned and orchestrated as desired. In future FIPSE proposals Brescia would be better served by scheduling initial activities in early October rather than in later August.

Activities Which Did Not Work

Facilitator/Educators. In the original grant proposal certain participating colleges were to select faculty members to serve as facilitators/educators. These facilitators were to be trained by the E-I-R and were to be responsible for visiting campuses and for continuing grant activities after the grant period.

Due to the difficulty encountered in locating an E-I-R, the time was not available for the initial facilitator training session. Furthermore, the faculty members selected by two of the colleges were no longer at those institutions when the grant period began. This latter situation is a frequent problem on campuses with few full-time faculty and must be considered when planning any faculty development project which relies primarily on one person.

FIPSE Project-Brescia College, Owensboro, Ky.

Budget Status Report

Year 1

1989-90

Amount of Award

Categories	Current Budget 9/1/90 8/31/90	Expenditures 9/1/90 4/30/90	Obligations and Projected Expenditures 5/1/90 8/31/90	Estimated unobligated balance 8/31/90
Salaries	$46,000	$41,284.43	$3,915.57*	None
Benefits	5,650	4,161.86	926.14**	
Travel	1,582	1,610.07	(28.07)***	
Materials and Supplies	500	1,859.90	(22.00)****	
Consultants	-0-	-0-	-0-	
Subtotal	53,735			
Indirect Cost	4,299	3,911.74	387.26	
Total Year 1	58,034			

*Salaries: Ten percent or $800 of the projected Administrative Secretary's salary was transferred to Supplies for a total of $1300 available.

**Employee Benefits and ***Travel: Ten percent or $565 was transferred as follows: $536.93 to supplies and $28.07 to travel.

****Materials & Supplies: Overexpenditure in supplies.

Brescia College, Owensboro, Ky.

Final Account Expenses for FIPSE
1990-91

Budget Item	Amount Budgeted	Amount Spent	Amount Transfer.to Item #
A. Direct Costs			
1. Salaries & Wages	$44,160	$43,794.14	$365.86 (5,7)
2. Employee Benefits	5,935	5,576.49	358.51 (7)
3. Travel	4,087	4,087.00	-0-
4. Equipment	-0-	-0-	
5. Materials & Supplies	1,055	1,381.14	-0-
6. Consultants or Contracts	-0-	-0-	
7. Other: Spring Conf. & Dissemination	1,882	2,280.23	-0-
B. Indirect Costs	4,569	4,569.00	-0-
TOTALS	$61,688	$61,688.00	

OBSERVATION/FEEDBACK PROTOCOL
(Sample Provided by Laurie Richlin, Educator-in-Residence)

1. Instructor and observer meet to discuss the class to be observed. Observer should be given a copy of the course syllabus (and the text, if necessary to understand the class). Topics to discuss include: level of students in course, how this particular class relates to overall course goals, and any particular areas instructor would like to have observer notice. Instructor and observer need to agree on process, including whether class will be observed in person or be videotaped; whether the observer will actively participate in the class if the observation is in-person; and who will do videotaping if class is to be taped.

2. Class is observed or taped.

If taped:

3. Within one week of taping, the instructor and observer view the tape privately and separately. The observer completes the Observable Teaching Behaviors Inventory during the private viewing. Instructor and observer arrange to meet to view tape together within the following week.

4. When viewing tape, tape is first played until instructor stops tape with comment or question (instructor has the "remote"). Observer does not make first comment. Observer answers or comments on first point raised. As more of tape is played, both are free to comment at any time. After all points are considered from tape, observer can bring out the form to be certain to cover all areas. At end of session, instructor and observer make list of "strengths to be continued/expanded" and "problems to work on." Instructor and observer can brainstorm ideas for instructor to try. These should be included on the list.

If in-class observation:

3. Observer completes Observable Teaching Behaviors Inventory privately immediately after the class. No feedback is given at that time. Instructor and observer arrange to meet to discuss observations within one week, but no earlier than day following observation.

4. At meeting, instructor "debriefs," that is, describes to observer how class went relative to goals, other classes, etc. Instructor also raises any concerns or questions with observer. After those are discussed, observer can bring out the form to be certain to discuss all areas. At end of session, instructor and observer make list of "strengths to be continued/expanded" and "problems to work on." Instructor and observer can brainstorm ideas for instructor to try. These should be included on list.

5. The observer should copy Observable Teaching Behaviors Inventory and list of strengths and problems and give originals to instructor. All materials are confidential.

Advice to observers:

Remember you have been invited to give constructive criticism, which includes both positive and not-so-positive aspects. It is very useful to hear what did work, and that is fairly easy for an observer to tell an instructor. On the other hand, you would be less than completely useful if you did not bring up areas where you think change is indicated. It is usually easiest to discuss those areas as YOUR (the observer's) problem. Statements such as "I was confused by...," "I didn't understand why you...," "Could you explain why you..." are often easier to say, as well as hear, than "You shouldn't have...," "It was wrong to...," etc. And, most often, the instructor will reply to your queries with, "Yes, I have been having trouble with that..." and discussion can focus on ideas for change. Then again, there may be a good, not obvious, reason an instructor does something and the observer can learn from the instructor. One other hint for observing: the goal of every class is student learning; good observation focuses on the student.

Advice to instructors:

You are very lucky to have a peer interested and willing to work with you. Insights from other instructors can enrich your teaching in many ways. Then again, you are the only one who can actually make the decision as to how you can best reach your students with the material and insights you have. So relax and enjoy the process of sharing something important to you—your teaching—with an interested colleague.

OBSERVABLE BEHAVIORS INVENTORY
(Sample Provided by Educator-In-Residence)

Based on research on the impact of classroom behavior on student learning, the Inventory lists observable behaviors which the observer and instructor can rate in an effort to highlight the instructor's classroom strengths and weaknesses. The Inventory should be discussed and modified for each individual observation situation to meet the needs of the particular instructor.

OBSERVABLE TEACHING BEHAVIORS INVENTORY

Instructor Name: _____ Observer Name: _____

Dept: _____ Class #: _____ Section #: _____ Title: _____

Taping Date: ___ Week of Term: ___ Review Date: ___ Week of Term: _____

Evaluation Scale

1 - Not satisfactory - Needs substantial improvement

2 - Does not meet expectations - Needs some improvement

3 - Meets expectations - Satisfactory

4 - Exceeds expectations - Good

5 - Considerably exceeds expectations - Outstanding

Clarity: method used to explain or clarify concepts and principles

Gives multiple examples of each concept	1 2 3 4 5 NA
Defines new or unfamiliar terms	1 2 3 4 5 NA
Repeats difficult ideas several times	1 2 3 4 5 NA
Points out practical applications of concepts	1 2 3 4 5 NA
Answers students' questions thoroughly	1 2 3 4 5 NA

COMMENTS:

Enthusiasm: use of non-verbal behavior to solicit student attention and interest

Moves about while presenting	1 2 3 4 5 NA
Gestures with hands and arms	1 2 3 4 5 NA
Exhibits facial gestures or expressions	1 2 3 4 5 NA
Makes eye contact with students	1 2 3 4 5 NA
Conveys own interest and enthusiasm	1 2 3 4 5 NA

COMMENTS:

Interaction: techniques used to foster students' class participation

Encourages students' questions and comments	1 2 3 4 5 NA
Responds appropriately to students' answers	1 2 3 4 5 NA
Asks appropriate questions of students	1 2 3 4 5 NA
Incorporates students' ideas into presentation	1 2 3 4 5 NA
Uses a variety of media and visual aids	1 2 3 4 5 NA

COMMENTS:

Organization: ways of organizing structuring subject matter

Introduces presentation with review & overview	1 2 3 4 5 NA
Clearly indicates transition between topics	1 2 3 4 5 NA
Explains how each topic fits into the course	1 2 3 4 5 NA
Periodically summarizes points	1 2 3 4 5 NA
Writes key terms on blackboard or overhead	1 2 3 4 5 NA

COMMENTS:

Pacing: rate of information presentation, efficient use of time

Paces presentation to match class comprehension	1 2 3 4 5 NA
Asks if students understand before proceeding	1 2 3 4 5 NA
Explains material at appropriate level	1 2 3 4 5 NA
Stresses most important points by pausing, speaking slowly, raising voice, etc.	1 2 3 4 5 NA
Keeps discussion focused	1 2 3 4 5 NA

COMMENTS:

Speech: characteristics of voice relevant to classroom teaching

Speaks at adequate volume	1 2 3 4 5 NA
Enunciates words clearly	1 2 3 4 5 NA
Speaks at appropriate pace	1 2 3 4 5 NA
Uses "um," "ah," "like," "you know," etc.	1 2 3 4 5 NA
Speaks in a dramatic or impressive way	1 2 3 4 5 NA

COMMENTS:

Rapport: quality of interpersonal relations between teacher and students

Addresses individual students by name	1 2 3 4 5 NA
Shows tolerance of other points of view	1 2 3 4 5 NA
Uses humor effectively	1 2 3 4 5 NA
Treats all students equally	1 2 3 4 5 NA
Creates positive classroom atmosphere	1 2 3 4 5 NA

COMMENTS:

List of Colleges Participating
in Brescia's Professional Development Day
March 8, 1991

Alice Lloyd College
Pippa Passes KY 41844

Bellarmine College
Newburgh Road
Louisville KY 40205-0671

Brescia College (Host)
717 Frederica Street
Owensboro KY 42301

Campbellsville College
200 West College Street
Campbellsville KY 42718-2799

Kentucky Wesleyan College
3000 Frederica Street
Owensboro KY 42302-1039

Lindsey Wilson College
210 Lindsey Wilson Street
Columbia KY 42728

Midway College
512 E. Stephens
Midway KY 40347-9731

Pikeville College
Sycamore Street
Pikeville KY 41501-1194

Spalding University
851 S. Fourth Street
Louisville KY 40203

Saint Catharine College
Saint Catharine KY 40061

St. Mary-of-the-Woods College
St. Mary-of-the-Woods IN 47876

Transylvania University
300 N. Broadway
Lexington KY 40508

Colleges cooperating in a year-round consortium:

Brescia College, Saint Catharine College, St. Mary-of-the-Woods College and St. Meinrad College

FIPSE Project - Brescia College

Owensboro, Kentucky

An Educator-in-Residence for the Improvement of

College Teaching and Learning at Small Colleges

copy of monograph being sent

to members of the

Council of Independent Colleges

1991

FIPSE Project - Brescia College

An Educator-in-Residence for the Improvement of

College Teaching and Learning at Small Colleges

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FIPSE Project - Brescia College

An Educator-in-Residence for the Improvement of College Teaching and Learning at Small Colleges

Background

When national attention (Boyer, 1987) focused on the problem of incoherence in the American college experience—on the lack of any clear statement of a vital mission known and accepted by the total college community, and on the lack of any common or core curriculum—Brescia College responded by designing a comprehensive proposal that would bring together mission, curriculum, and student life. The proposal is a culmination of several years of periodic study and discussion.

The President's Strategic Planning Committee directed that all units of the college identify or create means of showing visible support for the four main concepts of the college mission—Catholic, liberal arts, career preparation, and community service. Brescia already had in place a set of educational outcomes in knowledge, skills and values.

The Curriculum Committee of the Faculty Assembly mandated that appropriate goals from this set of outcomes be included in every course in the curriculum and in every facet of the co-curriculum. And because the faculty realized that learning does not always happen simply by requiring certain courses of the student and by including educational outcomes in a syllabus, they devised a means of assessing the learning by repeated faculty and student evaluation. With the establishment of the Liberal Arts Committee by the Faculty Assembly in Spring 1987, the task of making the outcomes a reality in the curriculum and co-curriculum became a priority.

History of the Proposal

In order to ensure the success of the new outcomes assessment, the faculty requested two years of intensive professional training in college teaching, including utilization of the many technological and educational developments that occurred since the professors received their degrees; for example, computer-assisted classes and assignments, and critical literacy across the curriculum.

The need for professional development and renewal of teaching skills became even more pressing when in 1988 the Southern Association of Colleges and Schools recommended in response to Brescia's self-study report that the faculty proceed with its intention of examining the general education requirements and outcomes assessment "with all deliberate speed." Faculty were aware this

recommendation would affect course syllabi, classroom objectives and practices, academic advising, and the college's method of evaluation. The faculty began to devise a program that would address these needs and place emphasis on the institution's uniqueness and values.

Purpose of the FIPSE Project

With the opportunities afforded Brescia from the FIPSE grant, the college employed an Educator-in-Residence to give the faculty an intensive teacher-training program specifically designed for higher education faculty. Previously sponsored faculty development workshops, guest lecturers, and one-day intensive training sessions had certainly been helpful, but such short sessions had not satisfied the faculty and were inadequate. It was the lack of any integrated vision or long-lasting effects from short-term training that caused the administration and faculty to ask for a longer period of development (Eble and McKeachie, 1985).

The Brescia plan allows the training to affect most of the faculty simultaneously; it encourages them to set common educational goals and to structure a common curriculum through revised syllabi and general education requirements. Faculty were also asked to agree on the most suitable assessment tools to judge the amount and quality of the transfer of knowledge, skills, and values from liberal learning courses into major subject matter and life situations.

The geographic isolation and small size of faculty in other liberal arts colleges in Kentucky, Tennessee, and Indiana motivated the formation of a consortium for professional development with four other colleges: St. Mary-of-the Woods and St. Meinrad in Indiana; St. Catharine in Kentucky; and Aquinas in Nashville, Tennessee. The Academic Dean at St. Mary-of-the-Woods affirmed the need for a consortium in a letter to FIPSE: "In a 1987 study of faculty needs by the Faculty Improvement Committee, off-campus contacts with peers from other institutions surfaced as the highest priority." The president of Aquinas College wrote that "as a small college in the midst of much larger colleges and universities, we often find ourselves coming away from conferences and workshops a little discouraged. At times it is a little difficult to apply to your college what you have heard concerning much larger institutions...." (Aquinas later withdrew from the group because of a change in administration.)

The sense of isolation and lack of opportunity to interact with colleagues in their own and other disciplines made the idea of the consortium attractive to the five colleges. This clustering of small liberal arts colleges sharing ideas and resources and representing non-competitive, talent development schools, allows them to form a community of lovers of learning and learners attending to the same central responsibility—the fullest development of students and faculty's ability and talents (Astin, 1985).

Two of the colleges in the consortium are junior colleges. One four-year college is for men only, one for women only. Brescia is coeducational. This mix of institutions allowed the colleges to test the authenticity of the

educational outcomes in a variety of situations, especially the critical literacy goal—reading, thinking, writing, and speaking.

Structure of the Project

The FIPSE project included group and individual activities with the faculty on each campus, and one annual all-college conference held at Brescia with a national speaker facilitating the plenary meetings. The Educator-in-Residence directed the ongoing activities at other sessions during the day and during the year.

Group Activities

The resident Educator conducted topical workshops and seminars and organized small group activities. Small groups of faculty from diverse disciplines met an average of twice a month during the first year. Reorganized groups continued to meet during the second year. During the first year, topics centered around improving college teaching and student learning. The faculty groups discussed such collegiate matters as developing criterion-referenced grading in mathematics, creating individualized student assessment, and building computer and other classroom techniques. During the second year small group discussions focused on designing a curriculum for general education which would be an integrated experience uniquely achievable in small colleges.

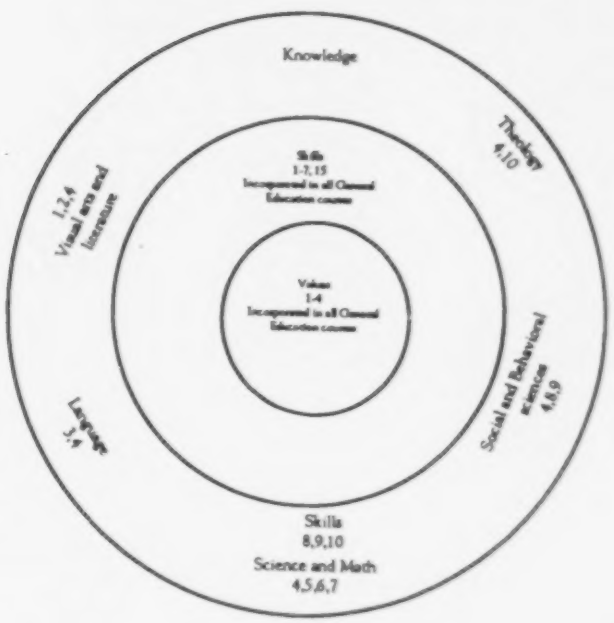
The synergy of the faculty in these small groups has been the core of the project. The uniqueness for small colleges is that the center of the general educational experience is focused on values. Within the arena of higher education, private colleges have the privilege and responsibility of establishing their own values, their countercultural missions, and their specific reasons for being, and for graduating students who evidence these values in their personal and professional lives. Small private colleges can make a difference in contemporary society by modeling their own unique charism and by positively promoting standards of excellence, and moral and ethical integrity.

The General Education Design

The value-centered general education design is just now coming into shape and will be the focus of study during 1991-92. A major part of the mission of the four colleges in the consortium, as summarized in Brescia's catalogue, is to provide students with high quality liberal learning: "The aim is not to graduate narrow specialists but broadly skilled, knowledgeable, flexible human beings who are equally capable of moving up in their chosen careers or shifting into new ones; who understand the contemporary world and the forces that have shaped it; who understand people and lead, support or cooperate with them as needed. Graduates who can listen, think, read, and write effectively; who care about others and are willing to help them; who value cultural enrichment and life-long learning; who are determined to improve the quality of life for all; who are committed to continued personal, intellectual, and spiritual growth."

To accomplish their mission faculty in the consortium want to develop a program that will include the traditional liberal arts courses and affect every course in the curriculum and the co-curriculum. More importantly, the faculty, administrators, and directors of student life are working to build into the total college experience a set of clear assessment tools that will indicate whether or not the program is achieving the desired outcomes.

Diagram Showing the Integration of the Educational Outcomes in Knowledge, Skills, and Values in their Relationship to Each Other.



The three concentric circles represent the manner in which the educational outcomes will function in the curriculum. The numbers on the circles identify suitable outcomes proposed by the faculty in each of the following educational divisions: theology; social and behavioral sciences; science and mathematics; language and grammatical structure; visual arts, and literature. Values numbered 1-4 on the list of outcomes and representing the center of the liberal

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arts experience are to be incorporated into every course in the general education requirements. Skills numbered 1-7 and 15 must also be addressed in every general education course. Numbers in the outer circle represent the knowledge outcomes and further skills.The greater the radius from the inner core, (as represented by the outer circle), the more specific the knowledge and skills outcomes are to particular disciplines.

List of Values and Skills Outcomes to be Incorporated into Every Course in the General Education Requirements.

Values Outcomes 1-4

A graduate should be committed to:

1. continued personal, intellectual, and spiritual growth
2. the welfare of others
3. respect for the physical environment and for life in all its forms
4. respect for and appreciation of the diversity of cultures

Skills Outcomes 1-7 and 15

A graduate should have the skill to:

1. apply logic to everyday life
2. apply imagination and theoretical/experiential knowledge to the creative solution of problems
3. use analytical skills to make decisions and interpret and evaluate judgments in personal and professional life
4. produce writing that is clear, organized, purposeful, and in an appropriate style
5. communicate effectively with others using standard language and clear, articulate speech
6. listen effectively
7. independently use library resources to research ideas, and present them in an organized way

15. develop perceptual awareness—the ability to observe, perceive, and interpret

Educational Outcomes 1-10

A Brescia graduate should have knowledge of:

1. the visual and performing arts and their importance
2. literature and its significance
3. the nature and historical development of language and the grammatical structure of standard English
4. the major people, events, discoveries, political thought, economic theories, and geographic factors that have shaped the way we live
5. the natural sciences and their significance
6. mathematics and their significance
7. computers and their uses

8. the social and behavioral sciences and their significance
9. systems of philosophical thought and their significance
10. theology and the major religions and their significance

When professors wish a course to satisfy General Education Requirements, they must submit a detailed syllabus to the Academic Dean for approval by the Curriculum Committee of the faculty assembly. The Curriculum Committee will examine specifically whether the course supports the knowledge, skills, and values outcome and whether adequate means of assessment are apparent. The committee will further examine the course content to determine its suitability for inclusion in the general education core.

Other Group Activities

I. Dissertations Anonymous. Several Brescia faculty were hired before they had finished their doctoral programs. In order to encourage them to complete their degrees the E-I-R held periodic group meetings to discuss how their research and writing were progressing and to share strategies for helping them find time for their dissertations.

II. Teaching Excellence Partners. In order to build on the classroom observation program, the Academic Dean at Brescia paired each new faculty member who came to the college during the second year of the project with a Teaching Excellence Partner, an experienced faculty member from another discipline. The group met periodically throughout the year and received training in classroom observation. This training included detailed observation/feedback protocol for either taped or in-class sessions.

III. Faculty Seminars and Workshops. The resident educator conducted ten seminars or workshops with the entire Brescia faculty. Discussions covered such topics as ethics in grading, increasing students' class participation, Howard Gardner's learning styles, Lipman-Blumen Leavitt achieving styles, classroom research, and peer observation. The E-I-R conducted faculty seminars and steering committee meetings at the other participating colleges on the average of once a month.

Individual Activities

I. Scholarship of Teaching. Unlike larger research institutions that place undergraduate teaching in a subordinate (non-priority) position, the consortium colleges view teaching undergraduates as their primary mission. The E-I-R project focused on the scholarly approach to excellence in pedagogy; that is, improvement of teaching methods became a research project for several faculty. One faculty member is using videotape to record and review students' abilities to do critical thinking in artistic or musical critiques. Another is using collaborative learning strategies with non-traditional students. And yet another research project involves alternative testing methods in large classes.

The E-I-R has worked with faculty to formulate their investigations in publishable form and has encouraged individual members to make presentations at regional and national education meetings and conferences. Three faculty from Brescia, two from St. Meinrad, and one from St. Catharine have made presentations on their research at a national conference on teaching excellence. The proposed outcome for this activity was to make the scholarship of teaching as respected by faculty and administration as the scholarship of research; to create a community of teaching scholars who wish to be not just practitioners but also scholars communicating their findings to their students.

II. E-I-R Work with Individual Faculty Members. Brescia faculty contacted the E-I-R for more than 100 formal consultations and hundreds of drop-in visits and phone calls. Primary topics for discussion were grading systems, assigning library work, ways to stimulate classroom discussions, and individual problems with students. In addition, the E-I-R observed approximately 50 individual class sessions at the request of the instructor. Each observation was preceded by an individual meeting and review of the syllabus and textbook. Observations took from one to two hours. Follow-up meetings were conducted after each observation.

III. Peer Observation. Training sessions were conducted for faculty to prepare them to observe each other's teaching either through classroom visit or videotape. An Observation/Feedback Protocol form and an Observable Behavior Inventory were provided. Approximately half the faculty at Brescia and a substantial number at the consortium colleges formed teams to observe and be observed in their classrooms. In the Observation/Feedback Protocol the instructor and observer meet to discuss the class to be observed. The observer is given a copy of the course syllabus (and the text, if necessary to understand the class). Discussion topics include: level of students in course, how this particular class relates to overall course goals, and any particular areas the instructor wishes the observer to notice. Instructor and observer agree on process, including whether class is to be observed in person or be videotaped; whether the observer will actively participate in the class if the observation is in-person; and who will do videotaping if class is to be taped. Detailed instructions follow on how observer and instructor are to proceed with the maximum benefit for improvement. (See pages 18-23 for sample of Observation/Feedback Protocol and Observable Teaching Behaviors Inventory.)

Consortium Activities

I. Activities at Participating Colleges. Besides the workshops and seminars at the consortium colleges, the E-I-R met often with Academic Deans and faculty committees, especially the FIPSE steering committees which were formed at each college. The primary focus of these visits was to train the faculty at each college to observe and provide useful feedback to their

colleagues. At each campus "peer observers" worked with each other during the academic years.

II. Mutual Sharing Among the Colleges. Participating colleges were generous in invitations to the consortium members to share events and lectures on their campuses. Faculty were able to attend lectures by such outstanding educators as Dr. Edith Ackerman from MIT on the "Use of Technology in Education," Dr. Sharon Pugh from Indiana University; Dr. Andrea Lunsford, Director of 4Cs, on critical reading; and Professor Edward White, California State University, on writing across the curriculum.

III. Professional Development Day. No activity of the consortium received more enthusiastic support than the annual Professional Development Day. While large universities and colleges have been developing teaching and learning centers on their campuses, small schools have not had the "critical mass" necessary to support such enterprises. By forming a consortium of similar schools, Brescia and the coordinating institutions were able to share resources. In addition, small schools often have only one or two faculty members in a department. The consortium brings together larger numbers of colleagues in each discipline for sharing of teaching experiences.

The annual Professional Development Day was initiated in order to make the sharing more formal than is possible in casual visits to other campuses. Over 80 faculty from the four consortium colleges attended the first event in 1990; over 100 from the consortium and nine other private colleges who asked to participate came to the 1991 Professional Development Day. (See appendix for list of additional colleges.)

Plenary Sessions. Plenary sessions were led by guest speakers: Linc. Fish, lecturer and educational consultant, Lexington, Ky., in 1990, and Craig Nelson, a Professor of Biology at Indiana University, Bloomington, and an expert on developmental approaches to critical thinking, in 1991.

Concurrent Sessions. Afternoon concurrent sessions were chaired by faculty from St. Mary-of-the-Woods, St. Meinrad, St. Catharine, and Brescia Colleges. Afternoon sessions focused on every discipline represented at the conference. Sample topics included Alternate Ways of Grading, Dealing with Diversity in Age and Experience, Motivating Students to Become More Enthusiastic Learners, Non-traditional Teaching Strategies, and Using Technology in the Classroom. Faculty from twelve areas held information sessions in the afternoon with special emphasis on critical literacy: literacy in the arts, cultural literacy, philosophy of critical literacy, mathematical literacy. The success of the Professional Development Days has motivated the group to continue the annual gathering after the grant period.

Innovative Features of the Project

1. The concept of an **Educator-in-Residence,** while modeled on similar programs (artist-in-residence, poet-in-residence), is especially innovative in the field of education as the project addresses both college teaching and student

learning.

II. An **annual conference** that brings together a consortium of small, private colleges with an enrollment of 800-1,000 students and a 40-80 member faculty, to share only those things that directly affect the membership, is a new and valued experiment designed to strengthen the effectiveness of undergraduate teaching colleges.

III. The professed goal of the project, a goal that is long overdue in academic circles, is to make the **scholarship of teaching and classroom research** as respected as is individual, independent scholarly research.

Activities Which Did Not Work

I. Facilitator/Educators. In the original grant proposal participating colleges were to select faculty members to serve as facilitators/educators. These facilitators were to be trained by the E-I-R and were to be responsible for visiting campuses and for the continuation of activities after the grant period ended.

Due to the difficulty encountered in locating an E-I-R, the time was not available for the initial facilitator training session. Furthermore, the faculty members selected by two of the colleges were no longer at those institutions when the grant period began. This latter situation is a frequent problem on campuses with few full-time faculty, and it must be considered when planning any faculty development project which relies primarily on one person.

II. Weekly Seminars. The grant proposal described "a weekly faculty seminar of one hour's duration continuing four semesters for ten weeks each semester...facilitated by the resident Educator...." These weekly seminars were replaced by a weekly schedule alternating small group meetings with total faculty seminars. This change in format was made in an effort to respond to the varying interests of faculty members. It was also an attempt to respond sympathetically to faculty concerns about time constraints.

III. Observation of Every Faculty Member. The E-I-R or facilitator/educator was to observe and evaluate each faculty member's teaching twice during each year of the two-year grant period. Since facilitators were not trained as planned, the E-I-R indicated that these expectations were unrealistic for one person. She decided instead to observe faculty by invitation only.

Difficulties Experienced

I. Hiring an E-I-R. When the grant proposal was submitted, Brescia identified several highly qualified individuals willing to serve as E-I-R. By the time the grant award was finalized, those individuals and most other qualified persons had accepted positions at other institutions. Consequently, much time and effort was spent in locating an individual to serve as E-I-R. The person

identified and hired possessed some but not all of the qualifications listed in the job description: i.e., the person had not completed her doctoral work and did not have extensive undergraduate teaching experience. The absence of these two qualifications put the E-I-R at a disadvantage with some faculty members.

II. Timing. Since the grant award and the identification of the E-I-R were both finalized later than had been anticipated, the initial activities were not as well planned and orchestrated as desired. In future FIPSE proposals Brescia would be better served by scheduling initial activities in early October rather than in late August.

III. Small Groups. During the first year, the membership in small groups was determined by the E-I-R based on concerns voiced by individual faculty members. Some groups were unable to move beyond the voice of concerns to seeking creative responses; some were expecting the E-I-R to provide the answers; some simply dissolved for a lack of shared motivation.

Activities Which Worked Unexpectedly.

I. Steering Committee. When the preparation of educator/facilitators became impracticable, steering committees were formed on two of the campuses, and one college used an already established faculty development committee for steering the project on campus. The use of steering committees provided more faculty involvement and generated enthusiasm for the development activities. Through coordination with steering committees, the E-I-R was able to serve as facilitator at each campus.

II. Dissemination. The efforts directed at dissemination of faculty research had far-reaching impact on Brescia faculty, causing them to prepare presentations for professional meetings and for publications. As a result more faculty truly experienced the scholarship of teaching. They also came to view themselves as capable of contributing to the scholarship of teaching. Hence, a greater sense of professionalism has materialized.

III. Innovative Teaching Techniques. The climate which developed on campus as a result of the grant encouraged faculty to experiment with innovative teaching techniques. It also facilitated sharing the success or failure of experimentation. The most exciting comments were those of faculty who experienced greater student learning when they had the courage to try something they "were sure would fail."

As a result of the emphasis placed on critical literacy and the achievement of educational outcomes, several divisions experimented with writing requirements in all divisional courses. Oral presentations were also more carefully evaluated.

Evaluation of Group Activities.

I. Group Activities. During the first year faculty evaluated small group activities each semester. The first semester almost 100% of the full-time faculty participated in small groups. Evaluations indicated a 3.4 level of satisfaction on a 1-5 scale with 5 being high. Eighty-one percent (81%) of the faculty indicated they had learned something that stimulated their thinking. The faculty liked the opportunity to meet and discuss teaching and learning. Faculty suggested more cohesion among the small groups during the second year. Other suggestions were in conflict with each other and could be addressed only by providing different options; e.g., to have "more practical" versus "higher level" sessions; to provide reading material for study prior to the session or to have no reading material at all.

At the end of the spring semester of the first year, ninety-two percent (92%) reported they had learned something from the seminars. Seventy percent (70%) reported their teaching style and methods had improved as a direct or indirect result of the project. Small study groups achieved various levels of success. Some that remained focused and vital reported successful outcomes for their meetings; others had only moderate success, and still others stopped meeting because of a lack of interest. The most important factor in persistence seemed to be concentration on a specific topic, such as "motivating students to be more enthusiastic learners," rather than on simply "improving classroom skills."

As part of the regularly scheduled student evaluations at the end of the spring semester, students were asked whether they had taken a prior class with the instructor. If they answered "Yes," they were asked whether the "instructor has introduced new teaching methods this semester." Seventy-two percent (72%) indicated their teachers had introduced new teaching methods. Students were also asked whether the new teaching methods helped them learn. A full ninety-six percent (96%) of those who said new methods were used indicated that the new methods had helped them to learn. Interestingly, on the spring semester evaluation, eighty-one percent (81%) of the faculty responding indicated that as a result of the project they had tried something new in their teaching. Seventy-one percent (71%) of those rated the experiment a success.

During the second year, small groups focused on the General Education Review. No final evaluation of the groups was conducted. However, groups functioned throughout the year and reports of progress and achievements were submitted to the Steering Committee. These reports indicate that the groups achieved the goals they had set for themselves. Group activities will culminate in revised general education courses and requirements.

II. Dissertations Anonymous. Two of the individuals in the group completed dissertations during the second year. Two others are scheduled to finish during the year following the completion of the grant. The following quote of one participant reflects the value of the group meetings.

Without the group meetings, sometimes I would get so busy, and it would be hard to find time. Every time we would meet I would think up a new strategy for my studies, so it really helped. It kept my enthusiasm up.

Iris Moreno-Brown, ABD

III. Teaching Excellence Partners. Senior faculty members responded positively to the request to serve as teaching excellence partners for first-time Brescia faculty. The response from first-time Brescia faculty varied inversely with years of previous teaching experience. However, Brescia's experience with faculty with three or more years of teaching experience indicates that this group, while less open to suggestions, is often greatly in need of improving teaching methods.

Mutual classroom observation and/or videotaping was one of the expectations of the partners. Individuals did not videotape one another, but several classroom visitations did occur. The process of classroom observation demands approximately a two-hour time commitment. This fact discourages frequent class observation.

Meetings with new faculty throughout the two-year grant period indicate that second-year faculty are often in a better position to appreciate institutional efforts to provide support and stimuli toward teaching excellence. This does not eliminate the need to socialize new faculty to Brescia's emphasis on teaching and learning. The assignment of Teaching Excellence Partners makes this emphasis clear from the beginning of a faculty member's contract.

IV. Faculty Seminars and Workshops. Evaluations of the seminars and workshops varied according to the faculty interests in the topics and with the presentor's ability to engage the group. Seventy-nine (79) to ninety-two (92) percent of the participating faculty indicated benefiting from these activities. Topics which seemed peripheral the first year resurfaced repeatedly the second year. Sometimes perspective is needed to evaluate the relevance or importance of a seminar topic.

Evaluation of Individual Activities

I. E-I-R Work With Individual Faculty Members. During both the fall and spring semesters, more than 22% of the faculty met with the E-I-R to discuss teaching. In the fall these individuals experienced a 4.55 rate of satisfaction on a five-point scale; the spring rate of satisfaction was 4.44.

II. Peer Observation. During the spring semester of the first year, faculty members were trained to serve as consultants and classroom observers. Consequently, ten faculty members indicated another faculty member had observed a class. These ten faculty members indicated that the feedback was useful (4.0 on a 5-point scale). Eleven faculty members indicated that they had observed another faculty member's class and those eleven rated the experience slightly higher (4.36 on a 5-point scale).

During the second year, the Educator-in-Residence continued individual consulting and faculty members continued observing one another. The greatest benefit resulting from this ongoing observation is the acceptance on campus of classroom visitation by colleagues. In fact, two divisions are now considering this as a standard part of the division's activities.

Evaluation of Consortium Activities

I. Activities at Participating Colleges. The need to plan for the E-I-R's visits was one of the beneficial side effects for the participating colleges. The responsibility for professional development was thus clearly delegated to the steering committees.

Each seminar, each colloquium, and each workshop at St. Meinrad was evaluated. Faculty participation ranged from 20% to 90%. Generally evaluations indicated the activities were good, very good, very helpful or very useful. One event was judged as being unrelated to the audience and as being difficult to follow.

St. Meinrad credits the project with developing momentum for their critical literacy project. Participation was better than expected. Overall impact was positive.

Lydia Sauer, faculty member at St. Catharine College, provided evaluation feedback for that college. She identified the following positive aspects of the FIPSE project.

- E-I-R has some psychological distance from staff and faculty.
- Participants have increased their risk-taking behaviors.
- Project has sparked creativity, both by synthesizing information and forcing brainstorming by professors.
- Participation has provided people at smaller schools a chance to share and validate with others in their field.
- A "hidden payoff" has been the garnering of information regarding policies and procedures outside the teaching field; e.g., what other schools in the project do regarding continuing education, student government, insurance, etc.
- Participants have received a collective view of their faculties and their individual specific roles within that faculty.
- Quality of teaching has improved through the critiquing of each other's teaching.

Ms. Sauer identified four less productive aspects of the FIPSE project.

- May have confirmed to some of the participants their less-than-adequate abilities to instruct well.
- Additional work to overworked, underpaid faculty.
- No "teeth" in the project—reward strictly intrinsic.

(This is both the "good" and "bad" news.)

- As the project ends, some difficulty exists in transferring responsibility for the project's goals. Facilitators and E-I-R seem to be doing all the "right" things to ensure the transfer, but this is an inherent difficulty with such projects.

At the request of St. Mary-of-the-Woods College, the E-I-R worked on instructional improvement with one department only. Faculty and administrators were pleased with evident improvement and plan to continue the program next year.

II. Professional Development Days. All sessions at both Professional Development Days were rated 3.2 or better on a 0-4 scale. Comments on the evaluation forms indicated that the plenary session speakers were very helpful and that the gathering by disciplines was especially appreciated. These comments emphasize the importance of faculty from small colleges meeting with colleagues from similar colleges.

Impact or Changes Resulting from Grant Activities. The three institutions most actively involved in the grant were Brescia College, St. Catharine College, and St. Meinrad College. (Frequent active involvement at St. Mary-of-the-Woods College was hindered because of its distance from Owensboro.) At the three institutions the faculty comments and project evaluations indicate that the project

a) helped faculty overcome a sense of isolation often experienced in one- or two-person departments/areas,
b) helped generate discussions among faculty on the scholarship of teaching
c) encouraged faculty to experiment with innovative and creative teaching techniques, and
d) highlighted critical literacy across the curriculum.

At Brescia College, the Vice President for Academic Affairs notes the following additional impacts:

a) a change in attitude toward professional development; e.g., involvement in the scholarship of teaching as well as in the scholarship of the discipline;
b) faculty presentations at professional meetings on teaching have increased as faculty members become aware that they have valuable experience to share;
c) an openness to having a colleague do classroom visitation/observation.

IMPACT OF PROJECT ACTIVITY

Brescia College
Anthony J. Shonis

The hopes for the E-I-R spanned the gamut of professional teaching. Faculty were particularly interested in improving their lecture styles to integrate discussion techniques and to develop tests that would accurately reflect the goals of their class. Another area had to do with student motivation and how students could become more participatory. There were some professors who envisioned the E-I-R as a master teacher who would observe classes and then critique their teaching styles. Grading was also a concern of the faculty, particularly evaluating written assignments.

How did we do? In general the E-I-R was effective with the majority of professors. For me, personally, it turned me around 180 degrees. My initial reaction to the E-I-R was "fine, I could always learn about teaching." What happened was not learning about teaching, but learning about learning. The E-I-R observed my class and made arrangements for me and another professor to sit in each other's class. She also gave seminars on the latest research about cognitive development, testing, etc. What she did that most affected me was arrange for several professors to attend the Lilly Conference at Miami University last year. When they returned she organized a seminar in which they briefed us on what they had heard and discussed. One professor talked about group testing. I tried it and the results were terrific—the students were animated, energized, and very participatory. I began to look seriously at how students learn and I became very interested in cooperative learning groups. Every class I teach now is group-learning centered. The focus for me is student learning and my learning about learning.

My overall impression of the E-I-R at Brescia is that she took a good faculty and made it better by giving us permission to make our teaching the focus of our lives together. At the present time I meet with two working groups. One is made up of a business professor and the Dean of Student Development. We discuss collaborative learning. The other is made up of a Spanish teacher and a music teacher. We are discussing a book on education by Suzuki, the children's violin teacher. These two small groups are a direct result of the FIPSE grant.

I would end with the personal observation that if a college wants to influence the teaching of a faculty, it seems best to think in terms of working with small groups. As each group is energized about working together about teaching, the energy spills into the larger faculty. I think this is more effective than simply having the faculty assemble for a lecture on teaching and learning.

St. Meinrad College
Virginia Seubert

My teaching style has changed significantly because of the FIPSE project. I was particularly struck by a cartoon presented at the 1990 Brescia Conference which depicted a little boy telling another little boy that he had taught his dog to whistle. The second boy asked the dog to whistle; the dog did nothing. "I don't hear him whistling!" the second boy accused. "Well, I said I taught him to whistle. I didn't say he'd learned it!" the first boy responded.

This cartoon captures the relational aspect of teaching, underscoring the importance of a teacher engaging students' interest and participation. Too often in the past I had felt that I was talking "at" rather than "to" students, that I was covering a lot of material that was of interest to me but not to them, that I was displaying my skills as a sociologist, but not imparting those skills to them. I was dissatisfied enough with my teaching to try something new.

Very small classes also played a role: I felt a bit ridiculous standing behind a podium, facing four or five students. So I stopped standing, and began sitting with the students at the table located at the back of the classroom. I stopped relying as much on my lecture notes, and began focusing on encouraging dialogue. I asked real questions, some regarding the text, others regarding their reactions to the text. I asked them to formulate hypotheses, to make assumptions explicit, to present various ways of explaining the same data. In the last few minutes of a class period, I formulated a question that would begin the discussion period of the next class. Often these questions were of the form: "What is your reaction to the author's position regarding X?"

This last technique has, I think, been particularly helpful in getting discussions started. I have been impressed with the improved quality of discussion made possible by allowing students time (outside of class) to formulate opinions. I have also been impressed by the interest in the subject matter displayed by students, and their willingness to engage in discussion. Rapport has greatly improved: students now ask "real questions" of me, press me regarding the bases of my knowledge, ask if another perspective might not be taken. This makes class time much more interesting and challenging for me. I feel much more engaged with students.

These impressions are qualitative, not quantitative. Students' performances on multiple choice exams and papers continue to be about the same as before (some do well, others do not). I do not cover as much material as I formerly did, and I concentrate more on the text and less on outside sources. Nonetheless, allowing students to practice doing sociology has seemed to improve their ability to frame questions sociologically. And we are having a lot more fun.

Cost Efficiencies.

What would it have cost to have the same impact on faculty development at each of the participating colleges? Since the level of participation varied, this is a difficult question to answer. However, in order to achieve anything comparable at Brescia, faculty would have had to experience a common semester of released time or common summer institutes. The cost of either option would far exceed the total cost of the FIPSE project with its impact on four colleges.

Continuation of Activities.

I. Small Group and Individual Activities. Each institution is responsible for continuation of small group and individual campus activities. Brescia College is pursuing concerns and questions surrounding the critical literacy and the values issues. The General Education Requirements steering committee continued to meet during the summer following the grant funding, and a person with expertise in implementing values has been scheduled for the fall institute.

Teaching Excellence Partners will again be assigned. However, adjustments in the partnership program are being made in accordance with faculty evaluation and suggestions.

Faculty seminars will continue to be scheduled. However, topics will be surfaced by the faculty and meetings will be less frequent.

Classroom observation/videotaping will continue and faculty will again be trained for this activity.

Faculty members plan to continue professional presentations at regional and national meetings on innovative teaching techniques.

A steering committee will assist the Vice President for Academic Affairs in continuing these various activities. They will also help plan the annual Professional Development Day as indicated in the section on consortium activities.

Faculty at St. Mary-of-the-Woods plan to continue pursuing instructional improvement. In particular, they will continue to attend the annual Professional Development Day and to support interaction with colleagues.

Faculty at St. Meinrad have planned for continuance of the grant activities in conjunction with funding for professional development provided by Lilly Endowment. Their plans include: 1) a workshop devoted to use of state-of-the-art telecommunications; 2) continuation of videotaping classroom instruction by peers; 3) a production of visual aids workshop; 4) a presentation on enhancing reading and writing in science courses; 5) two days (September 24 and 25, 1991) on critical thinking by Craig Nelson, featured speaker of the 1991 Professional Development Day at Brescia; 6) continued reading and discussion on critical literacy; and 7) continued interplay with Brescia faculty.

The grant has provided the impetus for what promises to be a positive and enduring interaction between St. Meinrad and Brescia faculty.

Faculty at St. Catharine College have a strong desire to continue the interaction with faculty from other colleges. In particular, they want to continue the Professional Development Day and their participation in it. They

sense a need for further development in the classroom observation techniques and in self-evaluation procedures. Some faculty will continue to engage in these activities, modeling possibilities for other faculty.

II. Consortium Activities. The Professional Development Day will continue. A date has already been reserved for next year and a plenary speaker has been contacted. This day will be a focal point for continued interaction of faculty from independent Kentucky colleges. St. Meinrad and St. Mary-of-the-Woods in Indiana will also continue to attend the Professional Development Day.

Forms Other Colleges May Use for a Similar Project

Classroom Observation Protocol

Based on the results of this project and other research, the Protocol describes a method for planning and implementing classroom observation by peers so that the maximum benefit is derived for both the observer and the instructor.

OBSERVATION/FEEDBACK PROTOCOL

(Sample Provided by Laurie Richlin, Educator-in-Residence)

1. Instructor and observer meet to discuss the class to be observed. Observer should be given a copy of the course syllabus (and the text, if necessary to understand the class). Topics to discuss include: level of students in course, how this particular class relates to overall course goals, and any particular areas instructor would like to have observer notice. Instructor and observer need to agree on process, including whether class will be observed in person or be videotaped; whether the observer will actively participate in the class if the observation is in-person; and who will do videotaping if class is to be taped.

2. Class is observed or taped.

If taped:

3. Within one week of taping, the instructor and observer view the tape privately and separately. The observer completes the Observable Teaching Behaviors Inventory during the private viewing. Instructor and observer arrange to meet to view tape together within the following week.

4. When viewing tape, tape is first played until instructor stops tape with comment or question (instructor has the "remote"). Observer does not make first comment. Observer answers or comments on first point raised. As more of tape is played, both are free to comment at any time. After all points are considered from tape, observer can bring out the form to be certain to cover all areas. At end of session, instructor and observer make list of "strengths to be continued/expanded" and "problems to work on." Instructor and observer can brainstorm ideas for instructor to try. These should be included on the list.

If in-class observation:

3. Observer completes Observable Teaching Behaviors Inventory privately immediately after the class. No feedback is given at that time. Instructor and observer arrange to meet to discuss observations within one week, but no earlier than day following observation.

4. At meeting, instructor "debriefs," that is, describes to observer how class went relative to goals, other classes, etc. Instructor also raises any concerns or questions with observer. After those are discussed, observer can bring out the form to be certain to discuss all areas. At end of session, instructor and observer make list of "strengths to be continued/expanded" and "problems to work on." Instructor and observer can brainstorm ideas for instructor to try. These should be included on list.

5. The observer should copy Observable Teaching Behaviors Inventory and list of strengths and problems and give originals to instructor. All materials are confidential.

Advice to observers:

Remember you have been invited to give constructive criticism, which includes both positive and not-so-positive aspects. It is very useful to hear what did work, and that is fairly easy for an observer to tell an instructor. On the other hand, you would be less than completely useful if you did not bring up areas where you think change is indicated. It is usually easiest to discuss those areas as YOUR (the observer's) problem. Statements such as "I was confused by...," "I didn't understand why you...," "Could you explain why you..." are often easier to say, as well as hear, than "You shouldn't have...," "It was wrong to...," etc. And, most often, the instructor will reply to your queries with, "Yes, I have been having trouble with that..." and discussion can focus on ideas for change. Then again, there may be a good, not obvious, reason an instructor does something and the observer can learn from the instructor. One other hint for observing: the goal of every class is student learning; good observation focuses on the student.

Advice to instructors:

You are very lucky to have a peer interested and willing to work with you. Insights from other instructors can enrich your teaching in many ways. Then again, you are the only one who can actually make the decision as to how you can best reach your students with the material and insights you have. So relax and enjoy the process of sharing something important to you—your teaching—with an interested colleague.

OBSERVABLE BEHAVIORS INVENTORY
(Sample Provided by Educator-in-Residence)

Based on research on the impact of classroom behavior on student learning, the Inventory lists observable behaviors which the observer and instructor can rate in an effort to highlight the instructor's classroom strengths and weaknesses. The Inventory should be discussed and modified for each individual observation situation to meet the needs of the particular instructor.

OBSERVABLE TEACHING BEHAVIORS INVENTORY

Instructor Name: _____ Observer Name: _____

Dept: _____ Class #: _____ Section #: _____ Title: _____

Taping Date: _____ Week of Term: _____ Review Date: _____ Week of Term: _____

Evaluation Scale

1 - Not satisfactory - Needs substantial improvement

2 - Does not meet expectations - Needs some improvement

3 - Meets expectations - Satisfactory

4 - Exceeds expectations - Good

5 - Considerably exceeds expectations - Outstanding

Clarity: method used to explain or clarify concepts and principles

Gives multiple examples of each concept	1 2 3 4 5 NA
Defines new or unfamiliar terms	1 2 3 4 5 NA
Repeats difficult ideas several times	1 2 3 4 5 NA
Points out practical applications of concepts	1 2 3 4 5 NA
Answers students' questions thoroughly	1 2 3 4 5 NA

COMMENTS:

Enthusiasm: use of non-verbal behavior to solicit student attention and interest

Moves about while presenting	1 2 3 4 5 NA
Gestures with hands and arms	1 2 3 4 5 NA
Exhibits facial gestures or expressions	1 2 3 4 5 NA
Makes eye contact with students	1 2 3 4 5 NA
Conveys own interest and enthusiasm	1 2 3 4 5 NA

COMMENTS:

Interaction: techniques used to foster students' class participation

Encourages students' questions and comments	1 2 3 4 5 NA
Responds appropriately to students' answers	1 2 3 4 5 NA
Asks appropriate questions of students	1 2 3 4 5 NA
Incorporates students' ideas into presentation	1 2 3 4 5 NA
Uses a variety of media and visual aids	1 2 3 4 5 NA

COMMENTS:

Organization: ways of organizing structuring subject matter

Introduces presentation with review & overview	1 2 3 4 5 NA
Clearly indicates transition between topics	1 2 3 4 5 NA
Explains how each topic fits into the course	1 2 3 4 5 NA
Periodically summarizes points	1 2 3 4 5 NA
Writes key terms on blackboard or overhead	1 2 3 4 5 NA

COMMENTS:

Pacing: rate of information presentation, efficient use of time

Paces presentation to match class comprehension	1 2 3 4 5 NA
Asks if students understand before proceeding	1 2 3 4 5 NA
Explains material at appropriate level	1 2 3 4 5 NA
Stresses most important points by pausing, speaking slowly, raising voice, etc.	1 2 3 4 5 NA
Keeps discussion focused	1 2 3 4 5 NA

COMMENTS:

Speech: characteristics of voice relevant to classroom teaching

Speaks at adequate volume	1 2 3 4 5 NA
Enunciates words clearly	1 2 3 4 5 NA
Speaks at appropriate pace	1 2 3 4 5 NA
Uses "um," "ah," "like," "you know," etc.	1 2 3 4 5 NA
Speaks in a dramatic or impressive way	1 2 3 4 5 NA

COMMENTS:

Rapport: quality of interpersonal relations between teacher and students

Addresses individual students by name	1 2 3 4 5 NA
Shows tolerance of other points of view	1 2 3 4 5 NA
Uses humor effectively	1 2 3 4 5 NA
Treats all students equally	1 2 3 4 5 NA
Creates positive classroom atmosphere	1 2 3 4 5 NA

COMMENTS:

References

Astin, Alexander W. Achieving Educational Excellence. San Francisco: Jossey-Bass, 1985.

Boyer, Ernest L. College: The Undergraduate Experience in College. New York: Harper & Row, 1987.

Eble, Kenneth Eugene, and Wilbert J. McKeachie. Improving Undergraduate Education Through Faculty Development. San Francisco: Jossey-Bass, 1985.

List of Colleges Participating
in Brescia's Professional Development Day
March 8, 1991

Alice Lloyd College
Pippa Passes KY 41844

Bellarmine College
Newburgh Road
Louisville KY 40205-0671

Brescia College (Host)
717 Frederica Street
Owensboro KY 42301

Campbellsville College
200 West College Street
Campbellsville KY 42718-2799

Kentucky Wesleyan College
3000 Frederica Street
Owensboro KY 42302-1039

Lindsey Wilson College
210 Lindsey Wilson Street
Columbia KY 42728

Midway College
512 E. Stephens
Midway KY 40347-9731

Pikeville College
Sycamore Street
Pikeville KY 41501-1194

Spalding University
851 S. Fourth Street
Louisville KY 40203

Saint Catharine College
Saint Catharine KY 40061

St. Mary-of-the-Woods College
St. Mary-of-the-Woods IN 47876

Transylvania University
300 N. Broadway
Lexington KY 40508

Colleges cooperating in a year-round consortium:

Brescia College, Saint Catharine College, St. Mary-of-the-Woods College and St. Meinrad College